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ABSTRACT

The materials included in this booklet are designed for use by participants in Application Sessions A and B for Instructional Personnel in elementary-secondary schools. These materials are initial drafts prepared for field testing only. They are not the final products to be delivered at the completion of the project. The materials are organized within two sections: (1) Sex Bias in Teacher Expectations and Behaviors--Awareness and Classroom Action Strategies, and (2) Bias in Instructional Materials--Awareness and Classroom Action Strategies. These participant materials are one component of a multicomponent training model developed by the Resource Center on Sex Roles in Education under a subcontract with the Council of Chief State School Officers (CCSSO). The training model is designed to assist education personnel and interested citizens in the implementation of Title 9 of the Education Amendments of 1972 and the attainment of sex equity in education. The training model will be utilized in 20 regional workshops of the CCSSO's Title 9 Equity Workshops Project. (Author)

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IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY

APPLICATION MATERIALS FOR INSTRUCTIONAL PERSONNEL

TITLE IX EQUITY WORKSHOPS PROJECT

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NATIONAL INSTITUTE OF EDUCATION

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Field Test Materials
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CG012445

IMPLEMENTING TITLE IX
AND ATTAINING SEX EQUITY

APPLICATION MATERIALS
FOR INSTRUCTIONAL PERSONNEL

Prepared for the
Council of Chief State School Officers'
Title IX Equity Workshops Project

by the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

Field Test Materials
Not for Final Distribution

Preface

These participant materials are one component of a multi-component training model developed by the Resource Center on Sex Roles in Education under a subcontract with the Council of Chief State School Officers (CCSSO). The training model is designed to assist education personnel and interested citizens in the implementation of Title IX of the Education Amendments of 1972 and the attainment of sex equity in education. The training model will be utilized and tested in the 20 regional workshops of the CCSSO's Title IX Equity Workshops Project. Participant materials for the Project were funded under contract P-77-0139 with the Educational Equity Group of the National Institute of Education, Department of Health, Education, and Welfare. The Title IX Equity Workshops Project is funded under contract 300-76-0456 with the Women's Program Staff, U. S. Office of Education.

These materials are initial drafts prepared for field testing only. They are not the final products to be delivered at the completion of the project. Individuals or groups interested in reproducing these materials should obtain permission from the CCSSO Title IX Equity Workshops Project, as revisions of these materials are continually being made. It may be possible to obtain improved versions for reproduction. The final products will be completed April 1, 1978.

The materials provided in this booklet are designed for use by participants in Application Sessions A and B for Instructional Personnel in elementary-secondary schools. They were compiled by Shirley McCune and based on materials developed by Martha Matthews, Myra Sadker, David Sadker, and Joyce Kaser. Shirley McCune and Martha Matthews are Co-Editors of the training model. Members of the Resource Center Staff who assisted include Ann Baucom, Ann Samuel, and Lois Jamieson.

These materials are organized within two sections:

- Sex Bias in Teacher Expectations and Behaviors: Awareness and Classroom Action Strategies--Worksheets for Application Session A for Instructional Personnel

  This section includes all worksheets used by participants during Application Session A for Instructional Personnel

- Bias in Instructional Materials: Awareness and Classroom Action Strategies--Worksheets for Application Session B for Instructional Personnel

  This section includes all worksheets used by participants during Application Session B for Instructional Personnel

Acknowledgement is given to Sarita Schotta, Project Monitor, National Institute of Education, for the advice and assistance provided in the development of the participant materials for the regional workshops. Acknowledgement is also given to M. Patricia Goins, Project Monitor, Women's Program Staff, U. S. Office of Education, and to Joan Duval, Director, Women's Program Staff, for their advice and assistance in the implementation of the contract for the CCSSO Title IX Equity Workshops Project.

Special appreciation is also extended to the twenty subcontractors implementing the model in the regional workshops for their contributions, support, and patience throughout the project.

September 1977

SEX BIAS IN TEACHER EXPECTATIONS AND BEHAVIORS: AWARENESS AND CLASSROOM ACTION STRATEGIES

Worksheets for Application Session A for Instructional Personnel

SEX BIAS IN CLASSROOMS AND INSTRUCTION

Teacher Worksheet 1

1. Based on your experience and observation, list the major forms or examples of the differential treatment of females and males in the classroom or in instructional situations.

2. What kinds of efforts are you aware of related to the implementation of Title IX/the attainment of sex equity which have been effective in reducing sex differentiation in the classroom and instructional situations?

3. Which forms of sex differentiation in the classroom and in instruction do you think will be easiest to overcome and why?

4. Which forms of sex differentiation in the classroom and in instruction do you think will be most difficult to overcome and why?

5. What do you think is the most important resource/support/skill for the elimination of sex differentiation in the classroom and in instruction?

SUMMARY OF THE FORMS OF SEX BIAS IN THE CLASSROOM

Teacher Worksheet 2

1. Invisibility

Girls form a quiet background to the active role of boys in the classroom. Teachers interact far more frequently with boys: rewarding them for their academic work, punishing them, talking to them, questioning them, and years later, remembering them, far more often than girls. Girls have become the silent majority, almost invisible members of the classroom population. Female invisibility is underscored by bulletin board and other displays which frequently omit women entirely.

2. Stereotyping

Many teachers assume that the male half of the species shares one set of abilities, interests, values and roles, and the female half a different set of these characteristics. These stereotyped expectations ignore individual differences, affect the teacher's behavior and serve to limit the full development of male and female students. Teachers often reward boys for active, assertive, curious behavior, while rewarding girls for appreciative, dependable and considerate behavior. When these stereotyped teacher expectations are reinforced by stereotyped models, pictures and other displays, children receive more messages of "appropriate" sex role behavior; and many children learn to limit their careers and capabilities in order to fit these stereotyped roles.

3. Fragmentation/Isolation

By arbitrarily separating boys and girls in classroom procedures such as lining up, the formation of work groups, and the organization of recreational activities, teachers promote the fragmentation and artificial isolation of the sexes. Purposeless separation serves as divisive influence and distracts from the goal of sexual equality. When represented in the physical environment of the classroom, on bulletin boards, and in other displays, the role and contributions of women are presented separately and secondly, as though the female role is only a corollary to the mainstream of the human experience.

4. Linguistic Bias

The same forms of language bias which emerge in instructional materials may also emerge in the language of the classroom. Sex-biased words such as mankind and salesman, and the constant reliance on the male pronoun "he" to refer to both males and females, are examples of sexist language patterns which belittle the role and importance of females. As in the other cases of bias, the physical displays in the room may also reflect sexist messages, in this case, biased language.

5. Imbalance/Selectivity

The educational system reflects an imbalance in compensatory educational programs. Special education programs alleviate learning problems which tend to affect boys while generally ignoring those which hamper girls. Therefore, although there are special education programs for reading and emotional learning problems, there are few special programs in spatial relations and mathematics. Compensatory education programs reflect a sex bias in the selection of the type of learning problems to be recognized and remedied, and this imbalance works to the disadvantage of females.

6. Unreality

In spite of the many sources of sex bias in classroom interaction, most teachers and teacher educators are unaware of their own roles in promoting educational inequality. In order to overcome this unreality of sex bias in the classroom, educators should be made aware of the sources and impact of biased interactions. Activities provided for students should prepare them for the reality of their future lives.

IDENTIFYING SEX BIAS IN THE CLASSROOM

Teacher Worksheet 3

After reviewing the "Summary of the Forms of Bias in Instructional Procedures" (Teacher Worksheet 2), you are ready to develop your skills in analyzing and remedying sex bias in the classroom.

In each of the following case examples, a classroom incident is described. If you do not detect any sex bias in a case study, just write down "no" and go on the next case. If you do detect bias, write down the form of bias, and indicate how the bias might be corrected.

1. Principal: (describing the elementary curriculum to a group of parents on visiting day)

"So as you can see, we have a number of innovative programs and curricular material in our school. I am particularly proud of our special education program which includes comprehensive learning modules in reading disabilities and spatial visualization disabilities."

Is there sex bias in this situation?_____

If so, what form?_____

How could the bias be corrected?

2. Teacher comments made during a 5th grade social studies lesson:

"Excellent work, Jim. You've really got a good group of the causes of the Civil War."

"Pete and Al, cut out the horsing around, and get going on your reading assignment."

"Wanda, I want you to know how pleased I am with the way you're behaving today."

"That does it, Pete. It's after school for you."

"Alex, the paper you handed in last week was excellent. You should be very proud."

Is there sex bias in this situation?_____

If so, what form?_____

How could the bias be corrected?

3. "I want all the boys up front, where I can see them. This class is not for goofing off. We are going to work!"

Is there sex bias in this situation?_____

If so, what form?_____

How could the bias be corrected?

4. TOPICS LISTED ON AN ELEMENTARY SCHOOL BULLETIN BOARD

HEADLINES THE ECONOMY POLITICS

HOMEWORK ASSIGNMENTS TEN GREAT WOMEN

Is there sex bias in this situation?_____

If so, what form?_____

How could the bias be corrected?

5. "Okay class, I need help distributing the new textbooks. Could I have three boys to volunteer to go down to the office to get the books?"

   Is there sex bias in this situation?_____

   If so, what form?_____

   How could the bias be corrected?

6. "So far this semester, we have reviewed the life of the cavemen, man's discovery of fire and his development of primitive tools."

   Is there sex bias in this situation?_____

   If so, what form?_____

   How could the bias be corrected?

7. "At last week's faculty meeting, Ms. Jones, the kindergarten teacher, took a strong position against sexist school practices. She pointed to her own classroom as an example of a sex-fair environment."

   "Today, the children in Ms. Jones' class are working with paper cut outs. As each girl finishes her work and comes up to her desk, Ms. Jones automatically staples the cut outs together. As each boy completes the paper cut outs, Ms. Jones routinely points to the stapler and says, 'Just staple them all together at the corner.'"

Is there sex bias in this situation?_____

If so, what form?_____

How could the bias be corrected?

8. "Spelling bee time! Boys to the right, girls line up by the windows. This will be an exciting contest."

Is there sex bias in this situation?_____

If so, what form?_____

How could the bias be corrected?_____

9. "We will be working with the drill press today. Both boys and girls will have an equal chance to work with it. But I don't want any girls going near it until I have a chance to demonstrate how it operates."

Is there sex bias in this situation?_____

If so, what form_____

How could the bias be corrected?

10. "The school standards or decorum are quite clear. No jeans. No sleeveless shirts. No sandals. Only exceptions due to medical reasons will be allowed."

Is there sex bias in this situation?_____

If so, what form?_____

How could the bias be corrected?

11. "Room 107 is the scene of a great deal of commotion. The grades for the chemistry course have been announced, and a number of students have done poorly. In the back of the room, Bob and Sally are particularly upset, and are almost near tears. The teacher is disturbed by this reaction, and calls them up after class. 'Take it easy, Sally. I know you're upset, but things will work out, and Bob, pull yourself together. You shouldn't be coming apart like this.'"

Is there sex bias in this situation?_____

If so, what form?_____

How could the bias be corrected?

12. "The results on the standardized mathematics achievement were very encouraging. We may have some future mathematicians in our class. And even some women mathematicians."

Is there sex bias in this situation?_____

If so, what form?_____

How could this bias be corrected?

13. "As part of our 'future careers' program, we will have four speakers tomorrow morning. Mr. Jacobs will discuss carpentry. Mr. Phillips will talk about the field of medical technology. Dr. Roberts will discuss the role of a physician. And Mr. Morgenthau will tell about his job as a small independent businessman."

Is there sex bias in this situation?_____

If so, what form?_____

How could the bias be corrected?

14. "Physics is not an easy course, but it can be an important foundation for a career in science. All students are expected to meet minimum standards at least, and hopefully do a lot better. Anyone needing extra help, see me. That's what I'm here for. Okay, let's get to work."

Is there sex bias in this situation?_____

If so, what form?_____

How could the bias be corrected?

15. "It's time to form into your groups. Those with previous experience in automotive mechanics go to station 1. Those with a limited background go to station 2. And those with no knowledge of auto mechanics at all, report to station 3."

Is there sex bias in this situation?_____

If so, what form?_____

How could the bias be corrected?

RECOGNIZING SEXIST AND NONSEXIST PRACTICES AND BEHAVIORS

Teacher Worksheet 4

Directions: Listed below are a number of behaviors/practices related to classroom management and/or curriculum which have implications for equal education opportunity for female and male students. Read each item and determine where it would fall according to the following categories:

- Sexist

  D - Discriminatory practice/behavior - a violation of Title IX

  B - Sex-biased practice/behavior - reflects a bias or stereotype but is not a violation of Title IX

- Nonsexist

  F - Sex-fair practice/behavior - treats both sexes in equal or similar ways

  A - Sex-affirmative practice/behavior - attempts to compensate for the effects of past discrimination

Indicate your description of each of the items and label them by placing the appropriate letter in each blank.

_____1. Not allowing females to use certain items of classroom machinery

_____2. Praising females for their appearance; praising males for their academic achievements

_____3. Requiring both males and females to wear uniforms which are similar in style and price

_____4. Encouraging students to ensure that during club elections both females and males are considered for leadership positions and to evaluate the assumptions reflected in electing males as president and females as secretary

_____5. Presenting a list of possible projects in home economics which would appeal to both males and females and allowing students to select that which interests them most

_____6. Suspending males for fighting; reprimanding females for the same behavior

_____7. Participating in/developing inservice training for teachers on techniques for eliminating sex bias and discrimination in the classroom

_____8. Not allowing females to enroll in certain vocational courses without written guarantee from an employer that they will be hired pending successful completion of the program; making no similar requirement for males

_____9. Providing all students with information and counseling regarding the changing roles of females and males in the world of work and other life areas and the importance of considering a variety of course options, both sex traditional and nontraditional

____10. Punishing both males and females who violate the school rule of no smoking by assigning detention based on number of offenses

____11. Maintaining eye contact with members of one sex more than the other

____12. Allowing girls, but not boys, to cry in the classroom

ASSESSING SEX BIAS IN THE CLASSROOM

Teacher Worksheet 5

Directions: In order to make sure we're providing sex equity for students, we need to examine the kinds of interactions we have with students and the kinds of techniques and procedures we use for managing classrooms. Only with such examination can we be sure that we're providing a nonsexist learning environment.

Listed below are specific teacher behaviors which fall under two major categories: the cognitive/affective classroom environment and the physical classroom environment. These are further subdivided into more specific groupings such as treatment of students and classroom groups. Please consider each one in terms of what you do in your classroom and check the appropriate column.

THE COGNITIVE/AFFECTIVE CLASSROOM ENVIRONMENT

Verbal Interaction

Do you interact with females and males similarly with regard to:	I almost always do this	I sometimes do this	Doing this has either never occurred to me or seemed important
1. the frequency with which you call on them			
2. the frequency with which you praise them			
3. the kinds of behaviors for which you praise them			
4. the kinds of behaviors for which you punish them			
5. the kinds of disciplinary measures you use			
Use of Language			
Is your language free of sex bias with regard to:			
6. use of masculine terminology to refer to all people			
7. use or acceptance of derogatory terminology to refer to members of one sex			
8. word order which consistently places males first (he or she, boys and girls, men and women)			

	I almost always do this	I sometimes do this	Doing this has either never occurred to me or seemed important
Non-Verbal Interaction			
Do you interact with females and males similarly with regard to:			
9. maintaining eye contact with them			
10. maintaining close proximity with them			
11. smiling (or other positive non-verbal behavior) at them			
Treatment of Students			
Do you treat females and males similarly with regard to:			
12. standards for dress and appearance			
13. the application of classroom rules and privileges			
Behavorial Expectations Set for Students			
14. attitudes, abilities, career goals, work assignments (audiovisual aids, messengers)			
15. the level and nature of emotional expression that is considered appropriate for the classroom			
Evaluation			
Are the standards set for male and female students similar with regard to:			
16. expected levels of academic performance (criteria used for evaluation)			
Provisions of Compensatory Instruction			
17. the frequency with which compensatory instruction is provided			
18. the nature of compensatory instruction that is provided			
THE PHYSICAL CLASSROOM ENVIRONMENT			
Visual Displays			
Do you arrange all visual display material to avoid bias with regard to:			
19. the frequency with which females and males are depicted			
20. sex stereotyping in behaviors, roles, and occupations			

	I almost always do this	I sometimes do this	Doing this has either never occurred to me or seemed important
20. sex stereotyping in behaviors, roles and occupations			
21. fragmentation and isolation in the presentation of material about women			
Written Communication			
Are all written communications free of linguistic bias in terms of:			
22. use of masculine terminology to refer to all people			
23. use or acceptance of derogatory terminology to refer to members of one sex			
24. word order which consistently places males first			
Classroom Groupings			
Doe you make sure that the following are not designated on the basis of sex?			
25. seat assignments of work group assignments			
26. the lining up of students for entering or leaving the classroom			
27. play groups for recreational and social activities			

STEPS I NEED TO TAKE TO ENSURE SEX EQUITY IN MY CLASSROOM

Teacher Worksheet 6

After thinking about the forms of bias which may be evident in the management of your classroom, please answer the following questions.

1. In which areas am I most likely to treat female students and male students differently?

2. What things do I need to keep in mind to make sure that my behavior is nonsexist?

3. How could I obtain additional information about the ways I interact with female and male students?

4. The things I need to do when I return to my classroom are:

BIAS IN INSTRUCTIONAL MATERIALS:
AWARENESS AND CLASSROOM ACTION STRATEGIES

Worksheets for Application Session B for Instructional Personnel

SUMMARY OF THE FORMS OF BIAS IN INSTRUCTIONAL MATERIALS

Teacher Worksheet 7

1. Exclusion/Invisibility:

Perhaps the most fundamental form of bias in instructional materials is the complete or relative exclusion of a particular group or groups from representation or consideration in text and/or illustrations.

Research suggests, for example, that textbooks published prior to the 1960's largely omitted any consideration of Black Americans within contemporary society, and indeed rendered Black people relatively invisible from accounts or references to America after the Reconstruction. Spanish-speaking Americans, Asian Americans, and Native Americans continue to be absent from most textbooks, both in terms of their historical roles and contributions to our society and with reference to their current status or position. Many studies indicate that women, who constitute over 51% of the U.S. population, represent approximately 30% of the persons or characters referred to throughout textbooks in most subject areas. All of these are examples of the existence of bias through exclusion or invisibility.

2. Stereotyping

When they are included in textbooks, racial ethnic minority group members and both males and females are often portrayed with regard to only one particular attribute characteristic or role. Some of the stereotypes most frequently seen in textbooks include:

- the portrayal of Asian Americans only as laundry men or cooks;
- the portrayal of Mexican Americans only as peons or migrant workers;
- the portrayal of Native Americans as either "bloodthirsty savages" or "noble sons of the earth";
- the portrayal of women primarily as mothers (and only occasionally as nurses, secretaries or teachers) and as passive, dependent persons defined solely in terms of their home and family roles.
- the portrayal of men in a wide variety of occupational roles (and only occasionally as husbands and fathers) and as strong, assertive persons defined primarily in terms of their occupational roles.

In textbooks published before the 1960's, the stereotyping of Black Americans as "Uncle Remus" or "plantation mammy" characters was frequently documented.

Stereotyping may occur in reference to any of a number of variables: physical appearance; intellectual attributes; personality characteristics; career roles; domestic roles; and social placement (with regard to access to roles of personal, social or institutional power or dominance).

3. Imbalance/ Selectivity

Textbooks perpetuate bias by presenting only one interpretation of an issue, situation, or group of people. This imbalanced account restricts the knowledge of students regarding the varied perspectives which may apply to a particular situation. Through selective presentation of materials, instructional materials may distort reality and ignore complex and differing viewpoints. As a result, millions of students have been taught little or nothing about the contributions, struggles, and participation of women and minorities in our society.

Examples of these distortions include;

- the origins of Europeans settlers in the New World are emphasized, while the origins and heritage of African Americans are frequently omitted.

- the history of Native American Federal relations is frequently described in terms of treaties and protection, rather than with reference to broken treaties and progressive government appropriation of Native lands.

- references to Chinese immigrants emphasize them as "cheap labor" which necessitated the passage of restrictive immigration laws and threatened the living standards of other Americans, without any mention of the contributions of the Chinese and the many forms of discrimination and harassment they experienced.

- textbooks refer to the fact that "women were given the vote" but omit the physical abuse and sacrifices suffered by the leaders of the suffrage movement.

4. Unreality

Many researchers have remarked upon the tendency of instructional materials to ignore facts which are unpleasant or which do not conform with the stated value system of the white majority culture. Instructional materials often ignore the existence of prejudice, racism, discrimination, exploitation, oppression, sexism, and intergroup conflict. Controversial topics are glossed over. This unrealistic coverage denies children the information they need to recognize, understand, and perhaps some day conquer, the problems that plague society.

Examples of unreality may be found in materials including discussions of the improvement of the opportunities for minority groups without indicating the problems which are still faced by large numbers of minority groups persons or the portrayal of women only in home roles despite the fact that a majority of adult women work outside the home.

5. Fragmentation/Isolation

Bias through fragmentation and isolation takes two primary forms. First, content regarding minority groups and women may be physically or visually fragmented and isolated and delivered only in separate chapters (e.g., "Black Americans and the Winning of the West," "Bootleggers, Suffragettes and Other Diversions") or

even in boxes to the side of the page (e.g., "Ten Distinguished Black Americans." "Ten Women Achievers in Science"). Second, racial-ethnic minority group members and women may be depicted as interacting only with persons like themselves, never contacting or impacting the dominant culture.

Fragmentation and isolation imply that the history, experiences, and situations of minority and female persons are somehow entirely unrelated to those of the dominant culture or cultures (usually white, Anglo-Saxon, Protestant and male). They ignore the dynamic relationship of these groups to the development of our current society, and imply the continuous progress of the dominant culture without any reliance upon the contributions and influence of racial-ethnic minorities and women.

6. Linguistic Bias

Language is a powerful conveyer of bias in instructional materials. Use of the generic "he" is an obvious source of bias, but there are also many more subtle forms of linguistic bias. For example:

- Native Americans are frequently referred to as "roaming, wandering or roving across the land. These terms might be used to apply to buffalo or wolves; they suggest a merely physical relationship to the land, rather than a social or purposeful relation. Such language implicitly justifies the seizure of Native lands by more goal-directed white Americans who "traveled" or "settled" their way westward.

- Immigrant groups are often referred to as "hordes" or "swarms." These terms serve to dehumanize, and to reduce the diversity and variation within any group of people.

- Such words as "forefathers," brotherhood," and "manmade" serve to deny the contributions and existence of the 51% of the U.S. population which is female.

IDENTIFYING SEX BIAS IN INSTRUCTIONAL MATERIALS[1]

Teacher Worksheet 8

Listed below you will find a number of excerpts taken from textbooks and instructional materials. Please read each example and determine if sex bias is present and if so, identify the form of sex bias which is present. Then, see if you can revise the statement in such a way to eliminate or correct the bias in the statement. If no sex bias is present, simply indicate "none."

Example 1

"Agnes was 10 years old, but she still thought that playing Jack-in-the-box would be fun. Since, however, she was the only girl in the family, she knew she should help her mother." (Looking Ahead, Houghton Mifflin, 1966, Paul McKee, editor, page 70)

Is sex bias present? _____

What form(s) of sex bias? _____

Suggested revision:

Example 2

"The contemporary farmer is radically different from the frontiersman of the past. He is knowledgeable in a complex, scientific endeavor, and his livelihood is dependent upon his efficiency."

Is sex bias present? _____

What form(s) of sex bias? _____

Suggested revision:

1/ Developed by Myra Sadker and David Sadker for the CCSSO Title IX Equity Workshops Project, 1977.

Example 3

"The firefighters and police officers held a press conference to explain their grievances. The union president acted as spokesperson as she read the grievances to the reporters."

Is sex bias present? _____

What form(s) of sex bias? _____

Suggested revisions:

Example 4

"Father came home early and noticed Tommy had been crying. He put off starting dinner and took Tommy for a 'walk talk.' Starting high school certainly has its problems."

Is sex bias present? _____

What form(s) of sex bias? _____

Suggested revisions:

Example 5

"The last chapter of a social studies textbook is devoted to American Life during the 1770's. It includes the following topics: The Economy, New Space Explorations, Contributions of Contemporary Women, Domestic Politics, Foreign Policy Decisions, Scientific Achievements and the Energy Crises."

Is this organization sexist?

What form(s) of sex bias? _____

Suggested revisions:

Example 6

"An elementary textbook uses the following terms: mankind, co-ed, man and wife, women were given the vote, salesman, brotherhood, forefathers."

Is this usage sexist? _____

What form(s) of sex bias? _____

Suggested revisions:

Example 7

"In a preview of the future, an elementary social studies textbook predicts the areas of change, and is divided into the following sections: Changing Values, Family Life, New Roles for Women, Your Participation, Community Life, Social Goals and Population, Need for Education. The illustrations reflect male scientists and engineers. The entire section on 'New Roles for Women' is quoted below:"

"Women in our society are already demanding new roles. By 2000, they may have complete equality with men. They will probably do as much work outside the home as men do. They will receive the same salaries. By 2000, women may also have equal social and political rights. There may be more women in government positions. Perhaps by then there will be a woman president. Many experts think that, by 2000, the old saying, 'A woman's place is in the home,' will no longer apply." (from Our Working World, The American Way of Life, Lawrence Senesh, SRA, 1973, page 377).

Is this passage sexist? _____

What form(s) of sex bias? _____

Suggested revisions:

Example 8

"Sam led, and Helen went after him. Helen held his hand in a hard grip. She was timid in the darkness.... Helen fell and Sam helped her get up." (From Lippincott Basic Reading Program, Glenn McCracken and Charles Walcutt, editors, Book E, 1970, page 15).

Is this passage sexist? _____

What form(s) of sex bias? _____

Suggested revisions:

Example 9

The following sentences appeared in social studies texts:

"Abigail Adams influenced the social life of the capital."

"Mr. Hilgard took his wife to the west coast to locate a new house."

"The typical working man saw his pay check eaten up by inflation."

Are these sentences sexist? _____

What form(s) of sex bias? _____

Suggested revisions:

Example 10

"The girls stayed ahead of the boys through the whole game. When it ended at dark, they were ahead eight to seven. The boys could hardly believe it." (From Roads to Follow, Helen Robinson, Scott, Foresman and Company, 1965, page 54).

Is this passage sexist? _____

What form(s) of sex bias? _____

Suggested revisions:

IDENTIFYING RACIAL-ETHNIC BIAS IN INSTRUCTIONAL MATERIALS[1]

Teacher Worksheet 9

After reviewing "Summary of the Forms of Bias in Textbooks and Instructional Materials"(Teacher Worksheet 7), you are ready to try your hand at analyzing and remedying racial-ethnic bias. Listed below you will find a number of examples of statements which appear in U.S. History Textbooks. You are asked to read each example and determine if racial-ethnic bias is present. If so, identify the form(s) of racial-ethnic bias and suggest a revision which would eliminate such forms of bias.

Example 1

"The first Negroes were shipped to America--to Jamestown--in 1619, the year before the Mayflower arrived... the first of millions of Africans who were transported toward these shores in the next two hundred years." (The Free and the Brave, Rand McNally and Company, 1967, p. 140.)

Is racial-ethnic bias present? _____

What form(s) of racial-ethnic bias? _____

Suggested revision:

Example 2

"In spite of many hardships and dangers, hundred of pioneers completed the trip to the Oregon country. There they started new farms, new homes, and a new way of life." (Man in America, Silver Burdett, 1974, p. 270.)

Is racial-ethnic bias present? _____

What form(s) of racial ethnic bias? _____

Suggested revision:

1/ Examples taken from textbooks and compiled by the Council on Interracial Books in Stereotypes, Distortions, and Omissions in U.S. History Textbooks. New York: Council on Interracial Books for Children, Racism and Sexism Resource Centers for Educators, 1977.

Example 3

"To improve their status they would need education, prosperity and able leadership. Yet almost no ex-slave in 1865 had even the skills, tools, or land needed just to support himself." (The Impact of Our Past, McGraw-Hill, 1972, p. 397.)

Is racial-ethnic bias present? _____

What forms of racial-ethnic bias? _____

Suggested revisions:

Example 4

"Low-income families have little choice in where they can live. Racial prejudice has kept minority groups out of the better neighborhoods and forced them into run-down sections of the cities." (Man in America, Silver Burdett, 1974, p. 624.)

Is racial-ethnic bias present? _____

What forms of racial-ethnic bias? _____

Suggested revision:

Example 5

"For a time, Chinese workers were in great demand. They helped build the transcontinental railroads. They also worked as household servants or as waiters and launderers." (America: Its People and Values, Harcourt, Brace & Jovanovich, 1975, p. 551.)

Is racial-ethnic bias present? _____

What forms of racial-ethnic bias? _____

Suggested revision:

Example 6

"... in 1882 Congress enacted a new Chinese Exclusion Act which, with several extensions, continued in effect until World War II." (Rise of the American Nation, Harcourt, Brace & Jovanovich, 1972, p. 500.)

Is racial-ethnic bias present? _____

What forms of racial-ethnic bias? _____

Suggested revision:

Example 7

"Japanese born in the United States are called Nisei. When West Coast residents got panicky after Pearl Harbor, the Nisei were rounded up. Even though they were citizens, the Nisei were sent to camps as a 'safety measure.' There Japanese-Americans were put behind barbed wire and guarded by soldiers.... Within a year, however, most Nisei were allowed to leave the camps. They went to college or to harvest crops. Many volunteered for armed duty...." (American History for Today, Ginn and Company, 1970, p. 452.)

Is racial-ethnic bias present? _____

What forms of racial-ethnic bias? _____

Suggested revision:

Example 8

"Unlike Black Americans, who have spread to all regions of the United States, Mexican Americans have stayed mainly in the Southwest." (Man in America, Silver Burdett, 1974, p. 567.)

Is racial-ethnic bias present? _____

What forms of racial-ethnic bias? _____

Suggested revision:

Example 9

"The Iroquois were a fierce and warlike people." (America: Its People and Values, Harcourt, Brace & Jovanovich, 1975, p. 68.)

Is racial-ethnic bias present? _____

What forms of racial-ethnic bias? _____

Suggested revision:

Example 10

"The purchase of the Louisiana Territory was one of the greatest real-estate bargains in history. The vast and empty territory ... was mostly unexplored." (The Challenge of America, Holt, Rinehart & Winston, 1973, p. 230.)

Is racial-ethnic bias present? _____

What forms of racial-ethnic bias? _____

Suggested revision:

Example 11

"The lot of young Puerto Ricans was especially difficult. In school they were handicapped by unfamiliarity with English and embittered by the antagonism they often met from other children." (Rise of the American Nation, Harcourt, Brace & Jovanovich, 1972, p. 831.)

Is racial-ethnic bias present? _____

What forms of racial-ethnic bias? _____

Suggested revision:

Example 12

"The slaves could not learn of other places and other people from travel or books ... it was against the law for slaves to learn to read or write." (The Challenge of America, Holt, Rinehart & Winston, 1973, p. 335.)

Is racial-ethnic bias present? _____

What forms of racial-ethnic bias? _____

Suggested revision:

TEACHING CRITICAL READING SKILLS:

A GUIDE FOR ANALYZING RACIAL AND SEXUAL BIAS

IN ELEMENTARY READERS

by

SARA ZIMET

Teacher Worksheet 10

Adapted and abridged by
The Resource Center on Sex Roles in Education
National Foundation for the Improvement of
Education
1201 Sixteenth Street, N. W.
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Sex, race, and ethnic stereotypes pervade many textbooks. They may be expressed in many forms and variations, through inclusion or exclusion, directly or subtlely. It takes practice to be able to recognize their occurrence in the materials in our classrooms.

The following story is similar to those used in many elementary readers. As you read it, please read critically--try to identify the stereotypes or biases it reflects. Following the story, you will find a form for analyzing the story and a set of suggestions for using the form. Please fill it out as the instructions suggest.

Sample Story for Analysis

A NEW SCHOOL FOR TAIHARURU

Andrew lived with his family on the tiny island of Taiharuru, one of the hundreds that dot the broad Pacific Ocean south of Hawaii. Left to themselves for centuries, the peaceful natives had once led an easygoing life. But times were changing.

From his lofty perch in the palm tree, Andrew could see the town across the mountain where the boys and girls in Andrew's little village went to school. The long walk to and from the school left little time for study. An American had recently come to the town, and this morning he was holding the important meeting to which all the men of the village had gone.

Andrew slid nimbly down the sloping trunk of the palm tree and went to the grass hut, where he saw his mother, Esther, preparing lunch.

Early in the morning, Esther had told Andrew's father, Thomas, good-bye and had walked down the hill to the river to catch a fish for the noon meal. After cleaning the fish, she had placed it along with slices of papaya on the banana leaf. Wrapping this firmly about the food, Esther had laid it on a bed of coals to steam until the sun was high, and Thomas had returned from the meeting.

Esther was the first to see her husband bursting along the jungle path. "papa has big news," she told Andrew. "He is excited; he walks fast."

"I'm hungry," Thomas complained when he returned. "let us eat while I talk." Esther quickly gathered the food for the meal.

The steaming baked fish and the papaya gave off an appetizing aroma, and all fell to eating. Between mouthfuls, Thomas told his story.

"A tall American has come to our island. He will help us build a school in our village. Then, our children won't have to cross the mountain every day to go to school."

"A school here?" Andrew asked. "How can this be done? We have no money, no stone, little wood, and no tools at all."

"But hear me," Thomas went on. "This American says he has no money either, but he has a little boat with a motor, and he will help us build a raft to use in gathering the stone for the building. He will take our strongest men and the raft out to the reef each day when the tide is low. There, we will dive down and loosen the great heads of coral from the bottom and haul them with ropes up to the raft. When it is fully loaded, he will bring it to the beach where other of our men will haul up the coral with ropes to the place where the school will be built. He will teach the men how to shape the heads into building stones. Only the best divers will go in the boat."

"Is there not something the women of the village can do?" Esther asked. "I, too, am a good swimmer."

"Yes, the American thought of everything. We will need eighty dollars to buy cement to put between the stones and to make the floor. The American says the women are to catch fish and sell them in the town market and make money that way."

"We will!" said Esther.

For the next few weeks, the village was filled with excitement. Each day, the women awoke early and went with their hand nets to the fishing grounds. From the water's edge, they cast the nets repeatedly into the sea. Heaping the fresh fish into the baskets, they began the journey over the steep mountain trail to the town market.

Each day, the strongest of the men went to the reef. They dove down and loosened the big rounded heads of coral and brought them up to be loaded on the raft.

The men on the shore hauled the coral to the building site. Other men squared the coral into blocks with tools provided by the American. Day after day, Andrew and other boys of the village took the castoff coral and pounded it into small bits to be used in the cement floor.

On a sunny day after a tropical shower, the first stones went into place, for enough money had come in from the fish market to buy the needed cement. One day, a group of men went back into the jungle, and by evening they had brought out enough straight long poles to form sturdy rafters for the roof. The boys climbed palms and cut down branches, which the women then assembled into huge piles for use in making waterproof thatched roofs. The boys even helped the women with the netcasting for fish.

Finally, the school building was finished, and there was to be a big celebration! A group of men dug a great hole in the ground and others carried big rocks. Still others drew near with bundles of dry sticks and short logs.

When the pit fire had died down to hot coals, the village women placed the meat on the fire and let it cook slowly.

Torches were lit, and soon all the villagers, bearing gifts and fruits, began assembling. It was the greatest day in the history of the village.

After the feat, the village chief rose and called for silence. He thanked the American for his help and presented him with tortoise-shell fan. Then, he called on the other villagers to file by and offer their gifts to the American. Then the tall American stood and said, "I thank all of you for these gifts. Now that you know how to work with coral stone, I hope that you will build many other buildings and houses. Try not to forget the lessons you have learned."

Everyone cheered, and the American sat down. The celebration went on.

Critical Reading Record Sheet

Each character in the story is examined critically to determine whether the portrayal is realistic and accurate or biased. A realistic and accurate portrayal of characters is one which is true-to-life, factual, and authentic for the setting, time period and circumstances depicted. It is one which depicts the full range of human interests, traits and capabilities. The aim of the portrayal is to be free of bias.

A biased portrayal is one which relegates a group of people, such as racial and ethnic minorities, women, and nations, to a secondary and inferior status. It is one which may omit the actions and achievements of a group, which may demean a group by using patronizing language, or by showing them only in stereotyped roles with less than the full range of human interests, traits, and capabilities.

Patronizing language is best described as expressions which are agreeable and show kindness to a person or group in a condescending manner, indicating that the person or group is inferior.

Stereotyped roles refer to placing groups of people in narrowly defined categories or activities, which are limiting or derogatory. For example: women are either omitted from textbooks, seldom present or only shown as mothers, wives, nurses, and teachers; racial and ethnic minorities are either omitted from the textbooks, seldom present, or shown in unskilled work-roles without initiative or sophistication; nations other than the United States are presented as exotic and/or underdeveloped both culturally and economically. For example, "Even though the English wanted to let them do it on their own, they knew that the people weren't clever enough to do it alone"; or "I know you're doing the best you can. After all, you're just a girl."

Below, you will find some instructions to help you in filling out your critical reading record.

Fill in the identifying information at the top of the record sheet. Then read through the entire story. Identify one character at a time and fill in all the information available on each character.

1. Character: Write in the name and/or description of the character.
2. Age/Sex: Place an "X" in the column that describes the age and sex of the character.
3. Cultural/National Identity: Write in the one which best describes the character:

   White/U.S.A. or specify other Nationality

   Black/U.S.A. or specifiy other Nationality

   Oriental/U.S.A. or specify other Nationality

   Puerto Rican/U.S.A. or specify other Nationality

   Chicano/U.S.A.

   Native American/U.S.A.

   Other (specify)

   Animal/U.S.A. or specify other Nationality

Then place an "X" in one of the columns indicating whether the character is from a "Dominant" or "Minority" cultural group for that country. By "Dominant" is meant the group which makes up the power structure and is most influential; by "Minority" is meant the group which is least influential and least powerful.

4. Traits: Read over each of the following traits and select the one(s) which best describe(s) the character. Then examine each trait listed and place an "X" in the column "Yes" if the trait is limiting or derogatory for that character, keeping in mind the age, sex, and cultural identity of the character. If the trait is not stereotyped, place an "X" in the "No" column.

Aggressive	Dishonest	Greedy	Obedient
Alert	Disobedient	Honest	Passive
Competent	Dull	Hostile	Respectful
Courageous	Follower	Incompetent	Ridiculing
Cowardly	Friendly	Independent	Suspicious
Dependent	Generous	Leader	Tidy
		Messy	Trusting

5. Workrole(s) inside the home: Write in any of the following workroles inside the home that are attributed to the character:

Earned money	Gave commands and directions
Disciplined and controlled	Protected
Prepared and served food	Cleaned and washed
Comforted	Played with children
Taught and guided	

If none were described, write in "none." Review the age, sex, and cultural identity of the character and decide if the role(s) or absence of role(s) is stereotyped. Then place an "X" in the "Yes" column if the role is a limited one or in the "No" column if it is not a limited one.

6. Attitudes of Other(s) toward character: Place an "X" in the column(s) that best describe(s) the attitudes of another person or persons toward the character. Place an "X" in as many column(s) that are appropriate. Look over the definitions below before making your decision:

Positive:	an attitude of respect, esteem and regard.
Negative:	an attitude of disrespect, low esteem and low regard
Patronizing:	an attitude of kindness and agreeableness to an inferior
Neutral:	an attitude which is neither positive, negative, nor patronizing.
None:	no attitude is expressed towards the character.

7. Attitude of character toward others: Place an "X" in the column(s) that best describe(s) the attitude of the character towards another person or persons. Look over the definitions for Positive, Negative, Patronizing, Neutral and None before making your decision.

8. Derogatory Statement(s) about character: If there is a statement about the character that is belittling, disparaging, and detracting, place an "X" in the "yes" column. If none were made, place an "X" in the "no" column.

9. CONCLUSION: In order to answer the question, is the character sex-biased, or race biased, review the answers given to all the other ten items on the record sheet. If you have answered "yes" to any of the questions for items 4,5,6,9, and 10, then place an "" in the "yes" columns of either the sex-bias or race-bias or in both if applicable, indicating to whom the bias is directed, Male, Female, Dominant and/or Minority. If you have answered "No" to all of these questions, place an "X" in the "No" columns of both the sex-bias and race-bias categories. If the character is an animal, inanimate object or not identifiable, it may not be possible to give a race-bias or sex-bias rating. Leave space blank if this is the case.

When all the characters have been rated, review the conclusions drawn in item II and write in a final statement about the story in the space marked concluding statement.

One story alone is an inadequate measure of the total textbook. It may suggest a pattern that the stories follow, but this needs to be tested carefully by looking critically at the other stories in the text. In other words, the characterizations in one story may be counterbalanced by those in other stories.

Thus, after critically reading all the stories in the text (or a representative sample of them) a review should be made of the concluding statements for each story. Then a final statement describing the content of the text in terms of sex- and race-bias should be made.

By openly recognizing the hidden curriculum in textbooks and by assisting students to do the same, you can reverse many of the harmful effects it may have on the students. This scrutiny is essential to learning to read critically, learning to differentiate between fact and opinion, between realistic human limitations and those imposed by bias. Until such a time as today's schoolbooks are replaced by others which more accurately depict the range of human behavior and the diversity of life in the U.S.A., teachers can consciously use the schoolbooks to teach concepts of stereotyping and bias through the development of critical reading abilities in their students.

Textbook Name_____ Author(s)_____

Story Name_____ Page Numbers_____

Critical Reading by:_____ Workrole_____

1 Character	2. Age/Sex				3. Cultural/ National Identity	Dominant	Minority	Trait(s)	4. Were they stereo-typed?		5. Workrole(s) Outside Home	Were they stereo-typed?	
	Adult		Child										
	M	F	M	F					Yes	No		Yes	No

CRITICAL READING RECORD

Publisher_____ Copyright Date_____

Age_____ Sex_____ Cultural Identity_____

6. Workrole(s) Inside Home	Were they stereotyped?		7. Attitude of others to Character				8. Attitude of Character to Others				9. Derogatory Statement(s) about Character?		10. Given Inferior Status?	
	Yes	No	Positive	Negative	Patronizing	Neutral	Positive	Negative	Patronizing	Neutral	Yes	No	Yes	No

11.

CONCLUSION

Race bias				Sex bias			
Yes		No		Yes		No	
M	F	M	F	Dom.	Min.	Dom.	Min.

CONCLUDING STATEMENT:

DISTINGUISHING AMONG SEX AND RACE BIASED AND NON BIASED MATERIALS

Teacher Worksheet 11

As we analyze materials we may observe that different levels of bias and/or effort to overcome bias in the materials. One way of thinking about the materials is outlined below.

Biased materials -- Materials which demonstrate any form of bias on the basis of racial-ethnic group or sex.

Sex or race fair materials -- Materials which reflect a philosophy of equal and fair treatment for females and males of all racial-ethnic groups.

Sex or race affirmative materials -- Materials which attempt to overcome the effect of past discrimination and bias by emphasizing non-stereotyped behaviors, changes in opportunities, and/or provide realistic portrayals of discrimination, bias, and stereotyping.

Listed below are several examples of materials which reflect one of these categories. Please read each of the examples provided and indicate if the example is sex or race biased, sex or race fair, or sex or race affirmative.

Example 1

Barbara Fisher wants to take tennis instead of the class in slimnastics, but she learns that her school does not offer tennis for girls. She takes over her brother's newspaper route and then finds that girls are not allowed to deliver newspapers. She protests and is called a nut. However, her efforts finally prove successful, and she becomes the city's first newspaper girl. Moreover, she finds that she has become a role model for younger children and that she is not a nut--but a pioneer. (Betty Miles, The Real Me, New York: Knopf, 1974.)

Sex Biased _____ Sex Fair _____ Affirmative _____

Example 2

This collection of readings provides a collection of the biographies of 50 famous Americans. The 50 Americans selected includes the biographies of 30 white Americans, 10 Black Americans, 3 Mexican-Americans, 1 Puerto-Rican American, 2 Native Americans, and 4 Asian Americans. All of the biographies are biographies of famous American men.

Race Biased _____ Race Fair _____ Race Affirmative _____
Sex Biased _____ Sex Fair _____ Sex Affirmative _____

Example 3

This collection of materials is a reading series designed to assist students increase their reading skills. The number of stories with male characters outnumber the stories with female characters by a 4:1 ratio. Females are often portrayed as interested in domestic activities and as characters who are unable to succeed. Black Americans are included in approximately 15 percent of the stories and illustrations.

Race Biased _____ Race Fair _____ Race Affirmative _____
Sex Biased _____ Sex Fair _____ Sex Affirmative _____

Example 4

This collection of materials is designed to assist teachers detect racism and sexism in U.S. History Textbooks. It provides a content analysis instrument for detecting racism and sexism and supplemental information on Asian American, Black, Chicano, Native American, Puerto Rican, and Women's History. (Stereotypes, Distortions and Omissions in U.S. History Textbooks, New York: The Council on Interracial Books for Children, 1977.)

Race Biased _____ Race Fair _____ Race Affirmative _____
Sex Biased _____ Sex Fair _____ Sex Affirmative _____

Example 5

This children's book chronicles Martin's daily activities with his father. Martin's father plays with him, cooks breakfast, does the laundary, prepares lunch, gives him a bath, and tucks him into bed. (Margrit Eichler, Martin's Father, Chapel Hill: Lollipop Power, 1971.)

Sex Biased _____ Sex Fair _____ Sex Affirmative _____

Example 6

This book provides a collection of writings which document the history of Black women in America. The book includes writings which discuss Slavery, The Struggle for Education, A Woman's Lot, Making a Living, Survival Is a Form of Resistance, In Government Service and In Political Life, The Monster Prejudice, and "lifting as We Climb." (Gerda Lerner, ed., Black Women in White America, New York: Vintage Books. 1973.)

Race Biased _____ Race Fair _____ Race Affirmative _____
Sex Biased _____ Sex Fair _____ Sex Affirmative _____

Example 7

Young Adam and Marina play together, but always in stereotyped roles. Marina does not like her roles as nurse, stewardess and first lady. After a long discuss about sex bias with her parents, Marina no longer accepts these

stereotyped roles. She now advocates the position that she can be a doctor, a pilot, or President. Marian makes it clear to Adam that stereotyped activities will have to stop. (Norma Klein, Girls Can Be Anything. Dutton, 1973.)

Sex Biased _____ Sex Fair _____ Sex Affirmative _____

Example 8

This material is a collection of career counseling materials. Descriptions of 60 different occupations are provided. Illustrations and case studies provided show males and females in traditional and nontraditional jobs, and effort is made to include illustrations which include males and females of various racial-ethnic groups. At no time is the generic "he" used in the materials and the labels of occupations have been modified to avoid sexist connotations.

Sex Biased _____ Sex Fair _____ Sex Affirmative _____
Race Biased _____ Race Fair _____ Race Affirmative _____

WHAT CAN I DO?

Teacher Worksheet 12

Alleviating bias in materials and its effects upon students requires commitment and action on the part of every educator. In order to begin your own action process:

List one action that you can take in your next day in the classroom to combat bias in instructional materials and its effects upon students. Be specific.

List one action that you can take in the next week to combat biased materials and their effects. Be specific.

BIAS IN INSTRUCTIONAL MATERIALS

SUPPLEMENTARY WORKSHEETS

APPENDIX A

BIAS IN CAREER EDUCATION MATERIALS

Teacher Worksheet 13

Listed below are a number of quotations taken from actual career education materials. Some were selected from student materials, others from materials designed for teachers. Read each quotation and place an "X" next to any you find to be racially, ethnically or sex biased. Rewrite those that you have marked in order to eliminate the bias.

From Student Materials

- How can we help the postman?
  How does the postman get his job?

- What famous health workers have we heard or read about? (Louis Pasteur, Dr. Jonas Salk, etc.)

- Select an owner of a business and make pictures for the bulletin board of the people he must pay and materials he must purchase. (Use a diary, the telephone company, a local factory.)

- A sheet metal worker will probably belong to a union if he is employed by a company; if self-employed, he will probably be non-union.

- One secretary speaks of her job in this way: "I'm so much a part of that office that my boss just accepts me and the way I look, the way he does the furniture and the equipment."

- Since the proportion of women workers is so high, the ratio turnover is high ... Beginners will replace those workers who leave to get married and raise families.

- Most stewardesses resign upon getting married. Previously this was a requirement on most airlines. Recent laws have changed this, however, and girls may not be forced to resign after marriage. In general, however, continued flying beyond a few years is not generally conducive to a happy married life.

- With what he makes at Holloway, Bob is able to provide a good living for his wife and daughter.

- The secretary who does not make the most of her physical attributes is not doing herself justice.

- In America you can be anything you want to be.

- In a book on employment in human services, students are told they will work in

  "crowded, dirty, and dangerous" places, such as "slum tenements, rural shacks, and underdeveloped areas in foreign countries," helping "the poor, the ignorant, the sick, and the criminal."

From Teacher Materials

- Invite the lunchroom manager to visit the class and explain her interest in the children's health.

- Have children find out where their fathers work.

- Show filmstrip: "Where Our Daddies Work."

- To the tune of "Here We Go 'Round the Mulberry Bush," children may sing about mother in various housekeeping duties. "This is the way I cook the meal."

- Have the children ask their mothers why they shop in a certain store. Make a chart or booklet showing different stores at which the mothers stop.

- Have a resource person come in and talk to the class. Example: A legal secretary could come and discuss her job.

BIAS IN SOCIAL STUDIES MATERIALS

Teacher Worksheet 14

Listed below are a number of historical statements. Please consider them carefully and rewrite any statement(s) you believe to be biased.

1. Eli Whitney was the inventor of the cotton gin.

2. The temperance struggle was a quaint example of puritan bigotry on the part of women.

3. Women were not politically active until the women's suffrage movement of the late 19th century.

4. Most women immigrated to America as the wives or daughters of male immigrants.

5. Women had no economic importance outside their agricultural and domestic work until the 20th century.

See Teacher Worksheet 15 for a comparable illustration of racial-ethnic bias.

BIAS IN SOCIAL STUDIES MATERIALS

Teacher Worksheet 15

Listed below are a number of historical statements. Please consider them carefully and rewrite any statement(s) you believe to be biased.

1. The Great Plains were unsettled and/or unowned by Native Americans.

2. African cultures were primitive and lacking in social organization; they were simple, tribal, slave-holding, and despotic.

3. Most Japanese came to the U.S. on their own looking for a better life.

4. After Texas became independent, Texans respected Mexican territory. The Lone Star Republic became a peaceful neighbor of Mexico.

See Teacher Worskheet 14 for a comparable illustration of sex bias.

SUPPLEMENTARY ACTIVITIES

Teacher Worksheet 16

Listed below are two accounts of the treatment of Black slaves. Please read the two accounts, then answer the following questions. 1/

Account 1

While there were some incidents involving the abusing of slaves, public opinion and state law generally assured the slaves of good treatment. Plantation owners usually cautioned their overseers against using brutal practices. Naturally, there were some abuses on large plantations ... Most people, however, favored kind treatment of slaves. ...

Account 2

Under the slave codes, Blacks were not allowed to own property or weapons. They could not form groups without a white person present. They could not buy or sell goods, or leave the plantation without permission of their master. In towns and cities, Blacks were required to be off the streets by a specified hour each night. A slave could not testify in court against a white person. A slave who was charged with a crime against a white person was therefore unable to defend himself. Any slave who violated the laws were likely to be severely punished, perhaps by death.

Questions:

--Who do you feel may have written the first account and for what purpose?

--Who do you feel may have written the second account and for what purpose?

--Which account do you feel is more accurate? Why?

--Which author supports the statements with data? Give specific examples.

--From your perspective and knowledge of the treatment of slaves, write your account of how you think slaves may have been treated.

See Teacher Worksheet 17 for comparable illustration of sex bias.

3. How do each character's feelings about what is important affect the situation or opportunities of the other characters?

4. Select one of the characters. What would you have done in her/his situation?

5. What might have been the effects or consequences of your behavior to you? To other characters?

6. Can you accept these consequences?

1_/ Adapted from questions in: James Banks, "Teaching Black Studies for Social Change," Teaching Ethnic Studies (Washington, D. C.: National Council for the Social Studies, 1973).

CORRECTING BIAS IN INSTRUCTIONAL MATERIALS

SUPPLEMENTARY ACTIVITIES

Teacher Worksheet 17

This activity is an example of one which may be used in the classroom to help students learn to recognize and evaluate bias in materials.

Listed below are two accounts of Franklin D. Roosevelt. Please read the two accounts, then answer the following questions. 1/

Account 1

In 1932, the Democrats nominated Franklin Delano Roosevelt, who promised a "new deal" for the "forgotten man." He was swept into office by a nation looking for change. FDR immediately set out to put the New Deal into effect in a series of acts designed to help the unemployed and the poor. One of the best known of his innovations was the Civilian Conservation Corps which helped to conserve the country's national resources and provided useful work for unemployed young men.

Account 2

Historians praise or damn Franklin D. Roosevelt, depending on their ideology, but they have not given sufficient attention to his administration's attitude toward women. In 1935, out of 1.6 million workers engaged in government projects, only 142,000 were women. There were 71 NRA codes in 1935 that provided lower pay for women doing the same job as men. The fact that many women were either the sole supporters of, or essential contributors to, many families, minority and white, is not reflected in New Deal policies.

Questions:

--Who do you feel may have written the first account and for what purpose?

--Who do you feel may have written the second account and for what purpose?

--Which account do you feel is more accurate? Why?

See Teacher Worksheet 16 for a comparable illustration of race bias.

--Which author supports the statements with data? Give specific examples.

--From your perspective and knowledge write an account which you believe is historically accurate.

[1] Technique adapted from: James Banks. "Teaching Black Studies for Social Change," Teaching Ethnic Studies (Washington, D. C.: National Council for the Social Studies, 1973).

APPENDIX B

IDENTIFYING SEX BIAS IN INSTRUCTIONAL PROCEDURES
CASE EXAMPLE ANSWER SHEET

Teacher Worksheet 3A

Following are suggested responses for Teacher Worksheet 3. In some cases, other forms of bias may also apply and facilitators may accept answers that vary from the suggested responses below.

1. No bias

2. Invisibility - The bias could be corrected by increasing intereaction with female students and praising them for academic performance as well as good behavior.

3. Fragmentation - Another possible answer is stereotyping. The bias could be corrected by eliminating the sex segregated grouping of students.

4. Fragmentation in the visual display - The bias could be corrected by integrating the accomplishments of women throughout bulletin board materials.

5. Stereotyping - The bias could be corrected by asking for student volunteers to get the new textbooks.

6. Linguistic bias - The bias could be corrected by referring to cave "people," "People's " discovery of fire, and "their" development of primitive tools.

7. Unreality and stereotyping - The bias could be corrected by having both females and males staple their papers. To eliminate unreality, Ms. Jones must recognize the various subtle ways that sex bias may emerge in her classroom.

8. Fragmentation - The bias can be corrected by eliminating the sex segregated competition.

9. Stereotyping and isolation- The bias can be corrected by indicating that no student may go near the drill press until operational procedures have been demonstrated.

10. No bias

11. Stereotyping - The bias can be corrected by recognizing expression of emotions for both Sally and Bob.

12. Stereotyping and linquistic bias - The bias could be corrected by eliminating the reference to "women mathematicians."

13. Imbalance and stereotyping - The bias could be corrected by providing a balance of female and male speakers.

14. No bias

15. No bias

RECOGNIZING AND IDENTIFYING SEXIST AND NONSEXIST PRACTICES AND BEHAVIORS - ANSWER SHEET

Teacher Worksheet 4A

Discriminatory	Sex Biased	Sex Fair	Sex Affirmative
1-6-8	2-11-12	3-5-10	4-7-9

IDENTIFYING SEX BIAS INSTRUCTIONAL MATERIALS

Teacher Worksheet 8A

The following answers indicate the form of bias found in the case studies, as well as suggested revisions. Participants may discover other forms of bias and may suggest alternate revisions, so it is important that the facilitator keep an open mind to consider responses different from those cited below:

Case 1

Is sex bias present? Yes

Form: Stereotyping

Comment and Suggested Revision: The revision should eliminate the stereotype of the girl and mother being responsible for and confined to the home. A revision might suggest that a son and daughter help their parents with household chores so that the entire family could then pursue other interests.

Case 2

Is sex bias present? Yes

Forms: Sexist language
Invisibility
Stereotyping

Comment and Suggested Revisions: Male and female farmers should both be referred to. The use of the pronoun "he" to refer to all farmers should be revised. The use of "frontiersman" is an example of sexist language and serves to deny the contributions and sacrifices of pioneering women. This noun should be replaced (e.g., "pioneering farmers", "frontier settlers," "pioneering men and women").

Case 3

Is sex bias present? No

Form: Not applicable

Suggested Revision: Not applicable

Comment: The passage includes nouns and roles that refer to both men and women.

Case 4

Is sex bias present? No

Form: Not applicable

Suggested Revision: Not applicable

Comment: The passage includes a father who takes responsibility for preparing dinner and a teenage boy who is able to demonstrate emotions. Both break with the traditional male sex role stereotype.

Case 5

Is sex bias present? Yes

Form: Fragmentation/Isolation

Comment and Suggested Revisions: The role of women in contemporary society should not be isolated from the main portion of the narrative, but should be included throughout the chapter. Perhaps the section on "Contributions of Contemporary Women" might be changed to "Contributions of Contemporary Americans" and include both men and women. As this chapter is now organized, it suggests that the role of women is outside the mainstream of American life.

Case 6

Is this usage bias? Yes

Form: Sexist language

Comment and Suggested Revisions: Mankind to human, humanity, people, women and men; co-ed to student; man and wife to husband and wife; women were given the vote to women won the vote; salesman to salesperson; brotherhood to unity, amity, community; forefathers to precursors, ancestors, founders.

Case 7

Is this passage sexist? Yes

Form: Unreality/Isolation

Comment and Suggested Revision: The passage is written with generalizations and omits divergent views, emotional struggles and the barriers to full equality, which are so much a part of the women's movement. This simplistic account of the struggle for equality is misleading. The passage could be made more realistic by including the barriers to equality, the sacrifices of feminists involved in the struggle, and the opponents to the feminist movement, including the opposition to the passage of the Equal Rights Amendment.

In addition, the isolation of women from the other sections of the text might be criticized. This isolation is underscored by the all male population reflected in the illustrations. Revisions for rectifying this bias would include writing about women in the other sections of the chapter, and including photographs of women as well as men.

Case 8

Is this passage sexist? Yes

Form: Stereotyping

Comment and Suggested Revision: The portrayal of a timid girl and a courageous boy is stereotypic. Revisions migh include depicting both children as competent and capable or even describing a brave girl and a timid boy.

Case 9

Are these sentences sexist? Yes

Form: Sexist language

Comment and Suggested Revision: Abigail Adams influenced the social life of the capital to Abigail Adams was a talented writer whose accounts provide us with an insight into America's early days. In addition, she was influential in the capital's social life.

Mr. Hilgard took his wife to the west coast to locate a new house to The Hilgards went to the west coast to locate a new house.

The typical working man saw his pay check eaten up by inflation to The typical worker's pay check was eaten up by inflation.

Case 10

Is this passage sexist? Yes

Form: Stereotyping

Comment and Suggested Revision: Some might believe that because the girls' team won, the passage is non-sexist. But the undertone is critical here. The disbelief that is expressed by the boys suggest that the victory by a girls' team is an aberration. The revision should omit the boys' disbelief at the victory of a girls' team.

IDENTIFYING RACIAL-ETHNIC BIAS IN INSTRUCTIONAL MATERIALS

Teacher Worksheet 9A

The following answers indicate the form of bias which may be found in the examples provided in Teacher Worksheet 9 and information which may be used for the revision of the statements. Participants may discover other forms of bias and may suggest alternate revisions, so it is important that the facilitator keep an open mind to consider responses different from those cited below.

The examples and information provided below are taken from:

Stereotypes, Distortions and Omissions in U.S. History Textbooks. New York: The Council on Interracial Books for Children and the Racism and Sexism Resource Center for Educators, 1977. Copies may be obtained from the Council on Interracial Books for Children, Inc., 1841 Broadway, New York, NY 10023 for $7.95 per copy.

Example 1

Is racial-ethnic bias present? yes

Form: Exclusion/Invisibility
Unreality

Comment and suggested revision:

The quotation illustrates the invisibility of the contribution of American explorers and settlers who were in America prior to 1619, and the unrealistic portrayal of our history. The sentence should be expanded to include some of the following.

"Free Africans, as well as slaves, were in the Americas before 1619. They accompanied Spanish, Portuguese, and other explorers, serving in a variety of roles. They were seamen, explorers, farmers, guides, and shipbuilders. Estavanico, who came to North America with Cabeza de Vaca, was the best known African explorer of that period.

"A slave rebellion is recorded in 1526 in what is now known as South Carolina. Because of that rebellion, the Spanish settlers returned to Haiti, leaving the Africans as the first permanent, non-indigenous settlement in what was later to become the U.S.

"Increasing evidence suggests that Africans traveled to the Americas centuries before Columbus. Skeletons, carvings and other archeological evidence found throughout Central and South America; the nautical skills and instruments of some ancient African civilizations; and the pattern of ocean currents between the continents combine to indicate that the Africans traveled to the Americas during several historical periods."

References for further reading:

Herbert Aptheker. American Negro Slave Revolts. New York: International Publishers Co., Inc., 1952. p. 1963. Description of 1526 revolt.

James Bailey. The God-Kings and the Titans. New York: St. Martins Press, 1973. pp. 146-153 and 183-195.

John G. Jackson. Introduction of African Civilizations. Seacaucus, N.J.: Citadel Press, 1970. pp. 223-264.

Ivan Van Sertima. They Came Before Columbus. New York: Random House, 1976.

Example 2

Is racial-ethnic bias present? yes

Form: Exclusion/Invisibility
Unreality

Comments and suggested revision:

The selection reflects the invisibility of non-white groups in the settling of the West and the unrealistic portrayal of history. The excerpt should be modified to include reference to the participation of Black Americans in the Westward expansion.

"Black people took part in the take-over of the West, as trappers, missionaries, explorers,or Pony Express riders, railroad laborers, cowboys, and members of the U.S. Army. Some participated in the suppression of Native Americans. Other Black people who had escaped slavery and found refuge with Native American nations, fought alongside them against the whites.

"But while Black people were involved in the exploration of the West that preceded U.S. settlement (and the area was prohibited to slavery), discrimination against Black people persisted. In 1844, a provision was added to Oregon's constitution expelling Black people within three years and decreeing that any Blacks who entered should be flogged. After the establishment of the Republic of Texas, the Texas Congress ordered all free Black people out of the Republic. The 1850 Indiana Constitutions barred Black people from entering or settling in the state. Western states barred Black men from voting and adopted a variety of other discriminatory practices."

References for additional reading:

Phillip Durham and Everett L. Jones. The Negro Cowboys. New York: Dodd, Mead and Co., 1965.

John Hope Franklin. From Slavery to Freedom. New York: Alfred A. Knopf, 1967. pp. 265-270.

J. Norman Heard. The Black Frontiersman. New York: John Day, Co. 1969.

Example 3

Is racial-ethnic bias present? yes

Forms: Stereotyping
Unreality

Comments and revisions:

Materials which portray freedpeople as helpless, child-like, rootless persons needing leadership and assistance reflect a biased perspective and should be expanded to include examples of freedpersons' initiative and the rebels take over of lands which had been provided freepersons after the Civil War, and the industries which had been built.

"Only about a million acres of confiscated land was distributed to freed-people, but most of this was later taken from them. There are numerous examples of their successful farming and of their organization of civil governments that provided necessary services. These examples illustrate the potential of land distribtution that could have revolutionized the South .

"In 1863, the plantations of Jefferson Davis and his brother were divided and seventy freedpeople were given 30 acres each, while a Black regiment protected them from Confederates. This 'Davis Bend' program was so successful that by 1865 another 5,000 acres were given to 1,800 Blacks organized into 181 companies. The government supplied equipment and supplies which were repaid when crops were sold. The people opened stores, established a school, set up a government, and provided free medical services to all who could not afford a doctor. In 1865, they cleared $160,000 after paying expenses.

"A visitor to Hampton, Virginia, another such development, wrote: 'I found it a thrifty village, occupied chiefly by freedmen (with) sashfactory and black-smith's shop, shoemakers shops and stores . . . I found no idleness anywhere. . . On one estate of six hundred acres there was a thriving community of 800 freedmen.'

"These and other successful ventures were destroyed when rebel Confederates received pardons from President Johnson and were allowed to regain 'their' land. General Saxton, commanding the Department of the South, pleaded in vain for Congress to buy such land and the freedpeople remain. He wrote that on the islands off the coasts of Georgia and South Carolina, 'the freedmen have established civil governments and constitutions and laws, with all the different departments for schools, churches, building roads, and other improvements.' On one of these islands, freedpeople used arms to resist the return of the pardoned rebels."

References for further reading:

William Loren Katz. Eyewitness: The Negro in American History. New York: Pittman Publishing Company, 1968. See pp. 245-246 for reference to Mames Island and General Saxton, and pp. 258-259 for Hampton Virginia.

James Loewen and Charles Sallis (eds.) Mississippi: Conflict and Change. New York: Pantheon Books, 1974. See pp. 136-137 for discussion of Davis Bend.

Example 4

Is racial-ethnic bias present? yes

Forms: Imbalance/Selectivity
Unreality

Comments and revision:

The discussion of patterns of segregations as an outcome of racial prejudice provides only a partial explanation of segregation within our society. A revision should include discussion of institutional racism and the ways that the complex of institutions controlled by whites operate to perpetuate segregation and denial of true equality of opportunity.

"The entire gamut of institutions--business, unions, education, health, church, government, media--are controlled by whites, and function in ways which subordinate third world people. The prejudice of individual whites--white destructive--plays a secondary role."

References for further reading:

Stokely Carmichael and Charles V. Hamilton. Black Power: The Politics of Liberation in America. New York: Random House, 1967.

Louis L. Knowles and Kenneth Prewitt. Institutional Racism in America. Englewood Cliffs, N.F.: Prentice-Hall, 1969.

Example 5

Is racial-ethnic bias present? yes

Forms: Stereotyping

Comments and revision:

The selection should be revised to reflect the many occupational roles in which Chinese laborers served.

"Chinese were the mainstay of the early woolen and cigar industries of the West. Thousands of acres of wasteland were turned into rich, productive agricultural fields by Chinese, and they constituted over half of the farm laborers in the 1880's.

'When the railroad was completed, Chinese began to enter other areas of employment: garment and footwear manufacturing, fishing, canneries, cigarmaking, land reclamation, agriculutral work, and construction as well as domestic and service industries."

References for further reading:

H. M. Lai and Philip Choy. A History of the Chinese in California. San Francisco: Lawton and Kennedy, 1969. pp. 30-64.

H. M. Lai and Philip Choy. Outlines: History of the Chinese in America. San Francisco: Chinese American Studies Group, 1971. pp. 47-88.

Example 6

Is racial-ethnic bias present? yes

Forms: Imbalance/Selectivity
Unreality

Comments and revisions:

The 1882 Chinese Exclusion Act is referred to without an explanation of the original provisions of the Act, the "token" modification of the law of 1942, the devastating consequences to the Chinese community in America, or the many other local, state, and national laws which were created to victimize Chinese. This statement should be expanded to include a discussion of the following points.

". . .the Act of 1882 stipulated the exclusion of Chinese laborers for a period of 10 years and denied Chinese in the U.S. the right to become naturalized citizens. . .Most texts also fail to report that the 1882 Act contravened the Burlingame Treaty of 1868. (In that treaty, China and the U.S. had pledged to allow free entry of one another's citizens to each country.)

"Subsequent acts extended the exclusion (of Chinese) until 1943. In that year the Magnuson Bill provided a token immigration quota of 100 and permitted the naturalization of Chinese immigrants. (Some assert that this action was a propaganda tool, since the U.S. could not exclude Chinese while China was an ally in WW II.)

"Because most Chinese men had originally planned to return to China, they left their families behind. Therefore, exclusion resulted in predominantly male communities, husbands separated for years from wives and children, illegal practices to unite families, and the delay of a major U.S. born generation of Chinese until the 1930's and 1940's. By 1890 there were 2,678 males for every 100 females in the Chinese population of 107,288. Many Chinese (mostly men) returned to China to be with their families and by 1920 there were only 61,639 Chinese left in the U.S. With this decline (plus some other factors) the ratio in 1920 was 695 males to 100 females. However, it was not until 1943, with amendments to the 1924 Quota Act and the repeal of the Exclusion Act, that a number of Chinese women entered the U.S. and the sex imbalance improved.

"Many texts note the 1882 Chinese Exclusion Act and ignore the other local, state and national laws created to victimize Chinese. Examples of such laws fall into three types:

Immigration Legislation--An Act to Prevent the Further Immigration of Chinese or Mongolians to this State (California), 1858; Scott Act, 1888--Chinese who left were forbidden to return to the U.S.; Geary Act, 1892--extended 1882 immigration restrictions for another decade and required all Chinese laborers to carry certificates of residence; Act of April 29, 1904--extended exclusion indefinitely.

Occupational Restriction Legislation--Foreign Miners Tax, 1853--designed to drive Chinese from mining; San Francisco Anti-Ironing Ordinance, 1880--prohibited Chinese from ironing at night; California Fish and Games Act, 1893--prohibited use of Chinese fishing nets.

Punitive and Harassing Legislation--San Francisco Queue Ordinance, 1875--shaving of queues in jail; San Francisco Cubic Air Laws, 1873--Chinese could be arrested for living in crowded rooms; Anti-Miscegenation Laws--14 states included Chinese in such laws.

References for further reading:

Betty Jung. "Chinese Immigrant Women," in Asian Women. Los Angeles, Asian American Studies Center, University of California, October, 1975.

H. M. Lai and Philip Choy. A History of the Chinese in California. San Francisco: Lawton and Kennedy, 1969.

_____. Outlines: History of the Chinese in America. San Francisco: Chinese American Studies Group, 1971.

Rose Hum Lee. The Chinese in the United States of America. Hong Kong: Hong Kong University Press, 1960.

Stanford Lyman. Chinese Americans. New York: Random House, 1974. pp. 54-85, 86-118.

Victor and Brett DeBary Nee. Longtime Californ': A Documentary Study of an American Chinatown. New York: Pantheon, 1973.

C. T. Wu (ed.). Chink. New York: Meridian Books, 1972. Reprints several of the anti-Chinese laws.

Connie Yu. "The Chinese in American Courts." Bulletin of Concerned Asian Scholars, Fall, 1972.

Example 7

Is racial-ethnic bias present? yes

Forms: Imbalance/Selectivity
Unreality

Comments and revision:

The excerpt should be revised to correct the impression that most Japanese-Americans left the camps after a year and that even while they were working to harvest crops, they left camps under armed guard and were returned in the evening. Points which should be included are given below.

"This book implies that only Nisei were in camps and that most left after a year. Approximately 47,000 Issei were also placed in the concentration camps. The only group allowed to leave the camps were 4,000 Nisei students sent to mid-western or eastern colleges. Temporary work releases were allowed for agricultural laborers. They left the camp under armed guard and most were returned each evening. Over 33,000 Nisei fought during WW II while their families and friends were behind barbed wire. Their unit suffered the highest casualties and won the most medals, of any similar unit during the war."

References for further reading:

Maisie and Richard Conrat. Executive Order 9066. San Francisco: California Historical Society, 1972. Collection of photos taken during the camp years.

Roger Daniels. Concentration Camps USA: Japanese Americans and WW II. New York: Dryden Press (Holt, Rinehart and Winston), 1971. Includes a bibliography of readings on various aspects of the camps.

Jacobus ten Broek. Prejudice, War and the Constitution. Berkeley: University of California Press, 1970. Scholarly book on the reasons for the camps.

Dorothy Thomas and Richard Nishimoto. The Spoilage: Japanese American Evacuation and Resettlement During WW II. Berkeley: University of California Press, 1946.

Example 8

Is racial-ethnic bias present? yes

Forms: Stereotyping
Imbalance/Selectivity
Unreality

Comments and revision:

Although most Mexican Americans do live in the Southwest, large numbers are also found in Michigan, Minnesota, Illinois, Ohio, Washington, and other areas. The statement stereotypes Chicanos as Southwestern residents, tends to view their settlement through an Anglo perspective, and gives an unrealistic view of the residence patterns of Mexican Americans in our society.

For further reading:

Rudolfo Acuna. Occupied America: The Chicano's Struggle Toward Liberation. New York: Harper and Row, 1972.

Leo Grebler, Joan W. Moore, Ralph Guzman. The Mexican-American People: The Nation's Second Largest Minority. New York: The Free Press (Macmillan Co.), 1970.

Gilberto Lopez y Rivas. The Chicanos. New York: Monthly Review Press, 1974.

Example 9

Is racial-ethnic bias present? yes

Forms: Stereotyping
Imbalance/Selectivity

Comments and revision:

The excerpt from the textbooks focuses only on the responses of American Indians to the invasion of their lands. Although the comment should be expanded, it would be improved if the statement were revised to read that the Iroquois were viewed by white settlers as fierce and warlike.

"Descriptions of Native Americans as 'warlike' must be treated with caution. Much of the available information on Native Americans was written by Europeans who naturally viewed those defending their lands and communities against invasion as warlike. Native American nations had many non-violent, well-ordered processes for solving their international problems. While there were conflicts prior to the European invasion, they were generally for limited objectives rather than for total victory or conquest, and loss of life was minimal."

References for further reading:

John Collier. Indians of the Americas. New York: W. W. Norton and Co., 1947.

D. R. Wrone and R. S. Nelson. Who's the Savage? A Documentary History of the Mistreatment of the Native North Americans. New York: Fawcett, 1973.

Example 10

Is racial-ethnic bias present? yes

Forms: Exclusion/Invisibility
Imbalance/Selectivity
Unreality

Comments and revision:

The phrase "vast and empty territory. . . was mostly unexplored" reflects only the perspective of whites. Native Americans and Spanish settlers had been settled in the area for centuries prior to the time of the Louisiana Purchase. This could be modified to read:

"Although the territory was unexplored by white settlers, it had been occupied for centuries by Native Americans and Spanish settlers."

Example 11

Is racial-ethnic bias present? yes

Forms: Stereotyping
Imbalance/selectivity
Linguistic bias

Comments and revision:

The statement stereotypes all Puerto Ricans as having language difficulties, places the "blame" on Puerto Ricans for their deficiencies, and places blame on "other" children rather than dealing with the problems of educational institutions and their failure to provide relevant curriculum for bilingual students.

A revision which would correct at least some aspects of the bias might be

"The lot of young Puerto Ricans was especially difficult. In school they were handicapped by the failure of schools to provide bilingual/bicultural education which would meet the needs of Puerto Rican students."

Other aspects which might be considered are given below.

"Textbooks frequently blame Puerto Ricans for their oppressed situation because they are 'unfamiliar with English.' This rationale is particularly used to explain the widespread miseducation of Puerto Rican children in U.S. schools. This text places additional blame on antagonism from 'other' students. Like most texts it avoids discussion of the institutionalized racism in education which subordinates all third world students. That Puerto Ricans have the highest drop-out rate in New York City schools is not a result of their language. It is the failure of the schools to provide bilingual/bicultural instructions and materials, to hire adequate number of Puerto Rican staff, to involve the parents in development of educational programs to serve the community, and to provide curriculum relevant to the needs and struggles of the students. Disproportionate numbers of Puerto Rican students thus join the pool of surplus labor, training for nothing more than the lowest-paid work.

"While most Puerto Ricans recognize the need to learn English in order to survive in the U.S., it is their national right, as well as their democratic right to speak their own country's language and to have the governmental institutions that are supposed to 'serve them' respect that language."

References for further reading:

Illinois State Advisory Committee of the U.S. Civil Rights Commission. Bilingual/Bicultural Education: A Privilege or a Right?

Antonia Pantoja, Barbara Blourock, and James Bowman, (eds). Badges and Indices of Slavery: Cultural Pluralism Redefined. Lincoln, Nebraska: University of Nebraska, 1975.

Council of Interracial Books. "New Study Confirms Educational Slaughter of Puerto Rican Children." Bulletin of Interracial Books for Children, Vol. 4, No. 1 and 2. New York: 1841 Broadway, New York, New York 10023.

Annettee T. Rubinstein (ed.). Schools Against Children The Case For Community Control. New York: Monthly Review Press, 1970.

U.S. Civil Rights Commission. A Better Chance to Learn: Bilingual-Bicultural Education. Clearinghouse Publications No. 51, May 1975.

Example 12

Is racial-ethnic bias present? yes

Forms: Stereotyping
Unreality

Comments and revision:

The statement overlooks the efforts of many Black persons to learn to read and write and to develop informal education systems. A revision might include "Although it was against the law for white persons to teach slaves to learn to read or write, many Black persons did learn these skills and teach others."

Other information which might be added includes the following:

"While education of slaves by white people was illegal, many people held in bondage did manage to learn. Textbooks generally tell us of Frederick Douglass, but no text tells the incredible story of Milla Granson who was taught to read by her owner's children. Later, when sold to a different owner, she secretly taught 12 people at a time from 11 p.m. until 2 a.m. each night, for seven years. She graduated hundreds of students, many of whom later escaped to Canada. The legislature of Louisana, learning of her work, debated the legality of a slave teaching slaves. Milla Granson was just one of many, many slave women who did whatever they could to subvert the control of the slaveholder.

"Though Sojourner Truth's work for abolition and women's suffrage is mentioned in some texts, her successful struggle for one of her 14 children, and her remarkable battle against Jim Crow seating in trolley cars are never included."

References for further reading:

Gerda Lerner. Black Women in White America: A Documentary History. New York: Vintage, 1973.

A NEW SCHOOL FOR TAIHARURU: SAMPLE CONTENT ANALYSIS/ CRITICAL READING

Teacher Worksheet 10A

Textbook Name _____ Author(s) _____

Story Name A New School for Taiharuru Page Numbers _____

Critical Reading by: Sara Zimet Workrole Educational Psychologist

1 Character	2. Age/Sex				3. Cultural/ National Identity	Dominant	Minority	Trait(s)	4. Were they stereotyped?		5. Workrole(s) Outside Home	Were they stereotyped?	
	Adult M	Adult F	Child M	Child F					Yes	No		Yes	No
Andrew			X		Polynesian		X	Competent		X	Pounded coral	X	
								Obedient	X		Climbed palms & cut branches	X	
								Respectful	X				
								Dull	X		Helped women fish		X
								Follower		X			
American	X				U.S.A.	X		Alert	X		Supervisor	X	
								Competent	X		Teacher	X	
								Friendly		X	Planner	X	
								Leader	X				
								Respectful		X			
								Generous	X				
Thomas	X				Polynesian		X	Leader		X	Conferred with Americans		X
								Obedient	X				
								Follower	X				
								Respectful	X				

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Textbook Name _____ Author(s) _____

Story Name A New School for Taiharuru Page Numbers _____

Critical Reading by: Sara Zimet Workrole Educational Psychologist

1 Character	2. Age/Sex: Adult M	Adult F	Child M	Child F	3. Cultural/ National Identity	Dominant	Minority	Trait(s)	4. Were they stereotyped? Yes	No	5. Workrole(s) Outside Home	Were they stereotyped? Yes	No
Esther		X			Polynesian		X	Competent		X	Cast fishnets	X	
								Dull	X		Sold fish		X
								Obedient	X		Assembled palm branches	X	
Chief	X				Polynesian		X	Leader	X		Conferred with Americans	X	
								Generous		X			
								Follower		X	Directed his people	X	
								Respectful		X			
Natives	X	X	X		Polynesian		X	Followers	X		Male:		
								Friendly	X		Builders	X	
								Competent		X	Climbed trees	X	
								Respectful	X		Divers	X	
								Generous	X		Cut branches	X	
								Dependent	X		Stone haulers	X	
											Stone cutters	X	
											Pounded coral	X	
											Tree Cutters	X	
											Diggers	X	
											Helped women	X	X
											Female:		
											Fished	X	
											Assembled branches	X	
											Sold fish		X

CRITICAL READING RECORD

Publisher _____ Copyright Date _____

Age 44 Sex Female Cultural Identity White - Jewish

6. Workrole(s) Inside Home	Were they stereotyped?		7. Attitude of others to Character				8. Attitude of Character to Others				9. Derogatory Statement(s) about Character?		10. Given Inferior Status?	
	Yes	No	Positive	Negative	Patronizing	Neutral	Positive	Negative	Patronizing	Neutral	Yes	No	Yes	No
None indicated	X					X				X		X	X	
Not applicable			X				X		X			X		X
Gave commands and directions	X					X	X			X		X	X	

RITICAL READING RECORD

ublisher_____ Copyright Date_____

Age 44 Sex Female Cultural Identity White - Jewish

6. Workrole(s) Inside Home	Were they stereotyped?		7. Attitude of Others to Character				8. Attitude of Character to Others				9. Derogatory Statement(s) about Character?		10. Given Inferior Status?	
	Yes	No	Positive	Negative	Patronizing	Neutral	Positive	Negative	Patronizing	Neutral	Yes	No	Yes	No
Cleaned and washed Prepared & served food	X X					X	X			X		X	X	
None indicated	X					X	X		X	X		X		X
Not applicable			X			X	X					X	X	
			X			X	X					X	X	

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11.

CONCLUSION

Race bias				Sex bias			
Yes		No		Yes		No	
M	F	M	F	Dom.	Min.	Dom.	Min.
X					X		
X				X			
X					X		

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(page 5)

11.

CONCLUSION

Race Bias				Sex Bias			
Yes		No		Yes		No	
M	F	M	F	Dom.	Min.	Dom.	Min.
X					X		
X					X		
X					X		
X					X		

11.

CONCLUSION

Race bias				Sex bias			
Yes		No		Yes		No	
M	F	M	F	Dom.	Min.	Dom.	Min.
X					X		
X					X		
X X					X X		

CONCLUDING STATEMENT: All the characters are portrayed in stereotypical roles relating to national, racial and sex-role bias. Whereas all the characters carried out their roles very competently, there is still a sharp contrast between what the "tall American" knows and can do and the skills of the natives, offering a patronizing quality to the relationship. One would expect to find clearcut sex-roles enacted in a village on a small island in the Pacific. On the other hand, the fact that the last reigning monarch of Hawaii was a Queen offers the opportunity to minimize the portrayal of stereotyped roles in this kind of setting. The fact that girls were omitted entirely from this story is a curious matter in view of the fact that the actions described were to have involved all the villagers. Both the opening paragraph of the story as well as the statement, "The boys even helped the women in netcasting."

DISTINGUISHING AMONG SEX AND RACE BIASED AND NONBIASED MATERIALS

Teacher Worksheet 11A

Example 1

Sex Affirmative

Example 2

Race Fair and Sex Biased

Example 3

Race Biased and Sex Biased

Example 4

Race Affirmative and Sex Affirmative

Example 5

Sex Affirmative

Example 6

Race Affirmative and Sex Affirmative

Example 7

Sex Affirmative

Example 8

Sex Fair and Race Fair

SEX BIAS IN SOCIAL STUDIES MATERIALS--

REWRITTEN STATEMENTS

Teacher Worksheet 14A

All of the statements on Worksheet 11 reflected sex bias. The statements below show them as they have been rewritten to remove the bias.

1. Catherine Green, until recently known only as the widow of General Nathaniel Greene, was patron of Eli Whitney and has recently been credited with contributing one of the basic principles to Whitney's design for the cotton gin.

2. Women were strong supporters of temperance reform because married women at that time had no legal control over their own property, earnings, or children. Women married to alcoholic men suffered grievously from this legal powerlessness.

3. Women were active as reformers and orators in the abolitionist and temperance movements. Many Black and white women worked against slavery and later in freedmen's (sic) schools and aid societies.

4. Although men far outnumbered women during the immigration between 1912 and 1917, millions of women immigrated to America alone and looking for work. Two-fifths of the immigrant workers in the industrial districts of Pennsylvania at this time had traveled to the United States alone, without their families, and three-fifths of them were under eighteen at the time. 1/

5. Low paid female and child labor subsidized the earliest modern industries--the textile mills.

1 Mary P. Ryan, Womanhood in America From Colonial Times to the Present. New York: New Viewpoints, 1975. page 201.